

# PADP 8640

## Program Evaluation Fall 2020

Mondays 6:15 – 9:00 pm  
Gwinnett Center, Room 110

Dr. J. Edward Kellough  
276 Baldwin Hall  
email: [kellough@uga.edu](mailto:kellough@uga.edu)  
706-542-0488 (Office)  
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Meetings outside of class  
may be arranged by email and  
conducted via Zoom or phone

### **Coronavirus Information for Students**

#### **Face Masks**

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering (i.e., a face mask) while inside campus facilities/buildings where six feet of social distancing may not always be possible. Face mask use is in addition to and is not a substitute for social distancing. Anyone not using a face mask when required will be asked to wear one or must leave the area. Note that face shields are not a substitute for face masks. Reasonable accommodations may be made for those who are unable to wear a face mask for documented health reasons. Students seeking an accommodation related to face masks should contact Disability Services at <https://drc.uga.edu/>.

#### **DawgCheck**

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

#### **What do I do if I have symptoms?**

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

#### **What do I do if I am notified that I have been exposed?**

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at [sco@uga.edu](mailto:sco@uga.edu), to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue

to monitor your symptoms daily on DawgCheck.

### **How do I get a test?**

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

### **What do I do if I test positive?**

Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

### **Email**

Check your email regularly so you don't miss important information, and also check the University [COVID-19 website](#) for updates and resources, this web site includes links from student affairs with helpful, up-to-date messages for students.

### **Mental Health and Wellness Resources**

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources for students seeking mental health services:

(<https://www.uhs.uga.edu/bewelluga/bewelluga>)

and crisis support:

(<https://www.uhs.uga.edu/info/emergencies>).

If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.

Additional resources can be accessed through the UGA App.

### **Course Description and Objectives**

Our course (PADP 8110) will be delivered in a face-to-face format until the Thanksgiving break. Class sessions following Thanksgiving will be conducted synchronously online. Students should not attend face-to-face sessions if they are experiencing any of the known symptoms of the Coronavirus such as fever or chills, cough, shortness of breath, fatigue, muscle or body aches, headache, or loss of taste or smell. For further information please see the UGA COVID-19 website at: <https://www.uga.edu/coronavirus/info.php>.

This course focuses on selected topics in the practice of program evaluation. The purpose is to give students a broad understanding of program evaluation concepts and methods. Although other types of program evaluation will be reviewed, the focus will be primarily on *impact assessment*. The core objectives of the course are to enable students to:

- 1) Understand the basic concepts and methods of evaluation research
- 2) Understand and develop logic models underlying public programs
- 3) Identify and understand how to measure program outcomes
- 4) Understand types of evaluation research designs, data collection methods, and data analysis techniques commonly used in impact evaluation
- 5) Develop an appropriate evaluation plan to assess the impact of a program

These course objectives are intended to promote student mastery of two of the five core competencies required for NASPAA accreditation of our MPA program:

*Competency 2: To participate in and contribute to the public policy process*

Students in the Master of Public Administration program at The University of Georgia will understand the public policy process at the federal, state, and local levels, including formulating, implementing, and evaluating policy. They will develop the ability to interpret and persuasively communicate information regarding policy alternatives through memoranda and presentations. Additionally, students will analyze policy alternatives using quantitative and qualitative tools to evaluate decisions and explain potential ramifications for diverse constituencies. They will learn to manage financial resources and develop a comprehensive budget proposal to achieve organizational goals.

*Competency 3: To analyze, synthesize, think critically, solve problems, and make decisions*

Students in the Master of Public Administration program at The University of Georgia will utilize various methods and analytical tools to analyze and interpret data to provide effective reasoning for decision-making and policy creation. Students will learn to effectively and concisely inform the public and other stakeholders of decisions and initiatives through the presentation of data and research findings. Furthermore, they will produce policy papers involving the synthesis of information, evaluation, and analysis of critical questions or problems currently facing the fields of public administration and policy.

**Text**

Rossi, Peter H., Mark W. Lipsey, and Gary T. Henry, *Evaluation: A Systematic Approach*, eighth edition, (Thousand Oaks, California: Sage Publications, 2019). ISBN - 978-1-5063-0788-6.

Additional reading assignments are listed in the class schedule and are available on UGA's eLC system.

### **Course Requirements**

*Attendance and Participation:* Students are expected to attend each scheduled class meeting, to be on time, and to be prepared for each class session. We will meet weekly in-person prior to the Thanksgiving break. Meetings after Thanksgiving will be conducted online via Zoom. A significant proportion of your final grade (see section on Grades) will be based on your instructor's assessment of your participation which includes attendance and participation in class discussions.

As noted above, students who are not feeling well should not attend class. Other reasons for missing class include the illness of immediate family members, official religious holidays, unforeseen crises, and legal or other obligations. Please inform your instructor by email if you are unable to attend class.

*Evaluation Proposal:* Each student is required to develop a paper outlining a plan for one of the following types of evaluation:

1. A Needs Assessment – Identify a social condition that is problematic, define the problem and its extent, identify and describe the target population, and describe the nature of the public or nonprofit service needed to address the problem. Conclusions should be supported by a data from a variety of sources that may include interviews, archived data, surveys, or focus groups.
2. An Evaluability Assessment – Identify a program, describe its underlying theory, assess that theory, identify possible outcomes, and determine the extent to which the impact of the program can be successfully examined.
3. A Process Analysis – Identify a program, describe its underlying theory, and determine the extent to which the program is being implemented in a manner consistent with the theory or logic model underlying it. Support your conclusions with interview data and program documents/records.
4. An Impact Assessment – Identify a program and specify a research design for assessing its impact. Discuss the strengths and weaknesses of the design in terms of internal and external validity, and identify the data necessary for impact assessment including the measurement of key variables and the methods that will be used to collect those data.

Students may work alone or with one other student from our class as a partner on the paper project. The paper should be a minimum of 15 pages in length and is due on **December 10.**

*Student Presentations:* Students will present and critique one evaluation study from those listed on the syllabus and marked with an asterisk. Students should work with partners on this assignment. Articles or chapters available for presentation are available on eLC. Presentations may be up to 20 minutes in length and should make use of PowerPoint slides, videos, or other media. Think of your presentation as an opportunity to inform the class (and your instructor) of the major points covered in the selected chapter or article. A written summary of your presentation should be distributed to everyone in class.

*Final Examination:* There will be a take-home final exam distributed on **December 7** and due by 5:00 pm on **December 14**. The examination is designed to test your ability to understand and critically evaluate the reading, lecture, and discussion material covered in the course.

## **Grades**

Grades are based on an evaluation of each of the class components weighted in the following manner:

<u>Course Component</u>	<u>Weight</u>
1. Course Paper	30%
2. Class Presentations	15%
3. Final Exam	40%
4. Participation	<u>15%</u>
	100%

## **Course Policies**

*Academic Honesty:* Students must abide by the University of Georgia policy regarding academic honesty. All academic work must be performed without any form of cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. UGA Student Honor Code requires all students to commit to the following statement: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." The University policy on academic honesty may be accessed at <http://www.uga.edu/honesty/>.

*Computers, Cell Phones, and other Electronic Devices:* You should bring a laptop computer to class, if you have one. You will find it useful for course work, and a computer will be necessary when we move to online instruction at the end of the semester. You may, of course, also bring your cell phone, iPad, or other similar device. However, while you are in class, please refrain from using these devices for activities unrelated to course work.

*Students with Disabilities:* If you have a disability and would like to request specific accommodations, please contact your instructor. If you plan to request accommodations for a disability, please register with the UGA Disability Resource Center, 114 Clark Howell Hall, Athens, GA 30602. Phone: 706-542-8719, Email: [drc@uga.edu](mailto:drc@uga.edu).

## CLASS SCHEDULE

### **August 24:** INTRODUCTION TO THE COURSE AND TO PROGRAM EVALUATION

A review of course requirements... A look at the development of program evaluation and the types and functions of evaluation studies.

Rossi, Lipsey, and Henry, Chapter 1.

### **August 31:** ASSESSING THE NEED FOR A PROGRAM

Consideration of issues associated with diagnosing social conditions and service needs.

Rossi, Lipsey, and Henry, Chapter 2.

\*Buttram, Joan L., "Focus Groups: A Starting Point for Needs Assessment," *Evaluation Practice*, Vol 11, No. 3, (1990), pp. 207-212.

### **September 7:** Labor Day Holiday – No Class

### **September 14:** ASSESSING PROGRAM THEORY AND DESIGN

A discussion of program theories or logic models... consideration of subobjectives and outcomes.

Rossi, Lipsey, and Henry, Chapter 3.

\*"Developing a Logic Model or Theory of Change," provided by the Community Tool Box, A Service of the Center for Community Health and Development, University of Kansas, available at: <https://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main>.

\*Trevisan, Michael S., "Evaluability Assessment From 1986 to 2006," *American Journal of Evaluation*, Vol. 28, No. 3, (2007), pp. 290-303.

### **September 21: EVALUATING PROGRAM PROCESSES AND IMPLEMENTATION**

Consideration of process evaluation and program monitoring. . . the concept of evaluability assessment.

Rossi, Lipsey, and Henry, Chapter 4 and 5.

\*Durlak, Joseph A. and Emily P. Dupre, "Implementation Matters: A Review of Research on the Influence of Implementation on Program Outcomes and the Factors Affecting Implementation," *American Journal of Community Psychology*, Vol 41 (2008), pp. 327-350.

### **September 28: THE LOGIC OF IMPACT ANALYSIS**

The nature of causality . . . the importance of the counterfactual . . . measuring outcomes

Rossi, Lipsey, and Henry, Chapter 6.

\*Gates, Emily and Lisa Dyson, (2017) "Implications of the Changing Conversation about Causality for Evaluators," *American Journal of Evaluation*, Vol. 38, No. 1, pp. 29-46.

\*Mohr, Lawrence B., "The Qualitative Method of Impact Analysis," *American Journal of Evaluation*, Vol. 20, No. 1, (1999), pp 69-84.

### **October 5: THE REGRESSION FRAMEWORK FOR IMPACT ANALYSIS**

A review of regression analysis as a data analytic tool... Understanding how regression models are implicit in research designs... Using Excel to run simple regression models.

Mohr, Lawrence B., *Impact Analysis for Program Evaluation*, second edition, (Thousand Oaks, California: Sage Publications, 1995), Chapter 5.

Moore, Tripp, “How to Run a Regression Analysis in Excel” available at:  
<https://www.youtube.com/watch?v=7dXcKQkx-XU>.

## **October 12: NON-EXPERIMENTAL AND QUASI-EXPERIMENTAL DESIGNS**

Understanding the strengths and weaknesses of research designs . . . internal and external validity

Rossi, Lipsey, and Henry, Chapter 7

\*Bingham, Richard D. and Claire L. Felbinger, *Evaluation in Practice: A Methodological Approach*, second edition, (New York: Chatham House Publishers, Seven Bridges Press, 2002), Chapter 8, “Pretest-Posttest Comparison Group Design.”

\*Leviton, Laura C. and Mathew D. Trujillo, (2017), “Interaction of Theory and Practice to Assess External Validity,” *Evaluation Review*, Vol. 41, No. 5, pp. 436-471.

## **October 19: TIME-SERIES DESIGNS**

A review of designs that examine trends in a problem across time before and after a programmatic intervention

Rossi, Lipsey, and Henry, Chapter 7

\*Bingham, Richard D. and Claire L. Felbinger, *Evaluation in Practice: A Methodological Approach*, second edition, (New York: Chatham House Publishers, Seven Bridges Press, 2002), Chapter Chapter 12, “The Simple Time-Series Design.”

## **October 26: TRUE EXPERIMENTAL DESIGNS**

A review of the strengths and weaknesses of experimental and closely related designs for impact assessment.

Rossi, Lipsey, and Henry, Chapter 8



\*Bingham, Richard D. and Claire L. Felbinger, *Evaluation in Practice: A Methodological Approach*, second edition, (New York: Chatham House Publishers, Seven Bridges Press, 2002), Chapter 7, “Posttest/Only Control Group Design.”

## **November 2: RESEARCH DESIGNS CLOSELY RELATED TO EXPERIMENTAL DESIGNS**

A discussion of the regression discontinuity research design and difference-in-difference designs. . . interpreting findings from an impact analysis.

Rossi, Lipsey, and Henry, Chapter 9

## **November 9: THE ECONOMIC EFFICIENCY OF PROGRAMS**

Comparing costs and benefits

Rossi, Lipsey, and Henry, Chapter 10

\*Bingham, Richard D. and Claire L. Felbinger, *Evaluation in Practice: A Methodological Approach*, second edition, (New York: Chatham House Publishers, Seven Bridges Press, 2002), Chapter, Chapter 14, “Cost Effectiveness Analysis.”

## **November 16: PLANNING TO CONDUCT AN EVALUATION**

Understanding how knowledge of subobjectives can strengthen assertions of causality... causal reasoning and qualitative impact analysis.

Rossi, Lipsey, and Henry, Chapter 11

\*Mason, Sarah and Ashley Hunt (2018), “So What Do You Do? Exploring Evaluator Descriptions of Their Work,” *American Journal of Evaluation*, Vol. 40, No. 3, pp. 395-413.

**November 23: THE SOCIAL AND POLITICAL CONTEXT**

Evaluating programs with multiple objectives and outcomes.

Rossi, Lipsey, and Henry, Chapter 12

\*Perrin, Burt, (2019), "How to Manage Pressure to Change Reports: Should Evaluators Be Above Criticism?" *American Journal of Evaluation*, Vol. 40, No. 3, pp. 354-375.

*Note: In-person instruction concludes after this session. All remaining sessions will be conducted synchronously online.*

**November 30: PRESENTATION OF STUDENT PAPERS (ONLINE - synchronous)**

**December 7: PRESENTATION OF STUDENT PAPERS (ONLINE - synchronous)**

Final Exam Distributed

**December 10:** Evaluation design papers due at 5:00 pm by email to [kellough@uga.edu](mailto:kellough@uga.edu)

**December 14:** Final Exam Due at 5:00 pm by email to [kellough@uga.edu](mailto:kellough@uga.edu)